U. S. Department of Education
2014 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Doris Jean Swenson
(Specify: Ms. , Miss, Mrs. , Dr. , Mr. , etc.) (As it should appear in the official records)

Official School Name Holy Spirit School
(As it should appear in the official records)

School Mailing Address 322 Cannons Lane
(If address is P. O. Box, also include street address.)

City Louisville   State KY   Zip Code+4 (9 digits total) 40206-3094

County Jefferson   State School Code Number* N/A

Telephone 502-893-7700   Fax 502-893-8078

Web site/URL   http://www. hspiritschool. org   E-mail dswenson@hspiritschool. org

Facebook Page https://www. facebook. com/pages/Holy-Spirit-School-Louisville-KY/282045218476701?ref=hl

Twitter Handle   Google+

YouTube/URL http://www. youtube. com/watch?v=BGeakPKGuWc   Other Social Media Link

Blog

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. Leisa Schulz, N/A
(Specify: Ms. , Miss, Mrs. , Dr. , Mr. , Other)   E-mail: lschulz@archlou. org

District Name   Tel.   NA

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Meredith Dreher, N/A
(Specify: Ms. , Miss, Mrs. , Dr. , Mr. , Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U. S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U. S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U. S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U. S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district 0 Elementary schools (includes K-8)
   (per district designation): 0 Middle/Junior high schools
   0 High schools
   0 K-12 schools

   0 TOTAL

SCHOOL (To be completed by all schools)
2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 9 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	9	24
K	18	26	44
1	19	28	47
2	22	9	31
3	19	30	49
4	19	22	41
5	25	25	50
6	20	27	47
7	25	22	47
8	26	25	51
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	208	223	431

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                           1 % Black or African American
                                           1 % Hispanic or Latino
                                           0 % Native Hawaiian or Other Pacific Islander
                                          95 % White
                                           2 % Two or more races
                                         100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school.
The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U. S.
Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each
of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 0%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1	431
(5) Total transferred students in row (3) divided by total students in row (4)	0. 000
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 0 %
                                                       0 Total number ELL

    Number of non-English languages represented: 0
    Specify non-English languages: N/A

8. Students eligible for free/reduced-priced meals: 1 %

    Total number students who qualify: 1

If this method is not an accurate estimate of the percentage of students from low-income families, or
the school does not participate in the free and reduced-priced school meals program, supply an accurate
estimate and explain how the school calculated this estimate.

9. Students receiving special education services: <u>7</u> %

    <u>32</u> Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

    <u>0</u> Autism   <u>0</u> Orthopedic Impairment
    <u>0</u> Deafness   <u>16</u> Other Health Impaired
    <u>0</u> Deaf-Blindness   <u>13</u> Specific Learning Disability
    <u>0</u> Emotional Disturbance   <u>1</u> Speech or Language Impairment
    <u>1</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
    <u>0</u> Mental Retardation   <u>0</u> Visual Impairment Including Blindness
    <u>0</u> Multiple Disabilities   <u>1</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e. g. , reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	6
Student support personnel e. g. , guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e. g. , 22:1   <u>23:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No

    If yes, select the year in which your school received the award.   <u>2007</u>

PART III – SUMMARY

The mission of Holy Spirit School is to share in partnership with parents to empower students by providing a successful learning environment encompassing Catholic formation, academic excellence, and personal responsibility. Our vision for all students is a faith-filled life that promotes success in higher education and career.

Holy Spirit School was established in 1937 with 91 students. Today, 431 students attend the school in grades Pre-K through grade eight from within the well-established neighborhood located in an urban residential area of Louisville known as St. Matthews.

In the early years, the Ursuline Sisters established a strong presence in the school serving as administrators and teachers. A priority was placed on developing one's faith while maintaining high academic achievement. The same expectations are present today. Documents indicate that Holy Spirit has been eligible for the No Child Left Behind Blue Ribbon School of Excellence Award each year since 2003. The tradition begins early as evidenced by 30–50% of third graders qualifying for the Duke Talent Identification Program based on their first standardized testing experience.

As a faith-based school, religious traditions are a significant component to the school culture. This includes weekly liturgy, sacramental preparation, prayer services, and special services for Advent, Lent, Crowning of Mary and Holy Days. Ninety percent of the student population is Catholic; however, those of other faiths are invited to attend liturgical events.

Twelve years ago a multi-million dollar building expansion marked a significant milestone for the school and parish. It included the addition of a new junior high wing, parish meeting rooms, dining room, and entrance to the school and church. An additional renovation was completed in 2007 that included gym, computer lab and library restoration. The library changes included $40,000 in new books and ten computer workstations. These changes renewed an interest in the local community to consider Holy Spirit School as an educational option for their children. Since that time enrollment has increased by 19%. Additionally, a pre-school was added in 2011 as more young families are interested in the school and want to secure a spot for kindergarten.

The assistance of parents and parishioners are welcome as they work to improve and support the school. Individuals serve as reading helpers, cafeteria workers, chaperones, office helpers, School Advisory Committee members, and volunteers for school events. Holy Spirit School is fortunate to have families where one family member is the main breadwinner allowing the other to volunteer at school. The students at Holy Spirit experience a range of cultural opportunities as a result of the affluence of the community.

The success of the school is a result of the commitment made by the parents, staff, students, and parish. Since 2008, a faculty member has been recognized each year within the Archdiocese for excellence in teaching. The current administrator was named Archdiocesan Principal of the Year in 2009.

The faculty and staff are a key factor to the strength of the school. There is a 98% retention rate among faculty and staff for the past nine years. This has created the opportunity to ensure continuity across the curriculum. The number of years' teaching experience among the faculty represents over 286 years dedicated to education.

The curriculum is a major strength of the school. Over the past nine years a continual review takes place of standardized test scores to determine areas that need to be addressed. Science and Social Studies have annually scored very well. Math is considered a strength after a review and adjustments were made to summer work and adopted materials. Most recently the tests scores from 2012-2013 indicate up to 15 points higher than the Archdiocesan average in Mathematics and as much as 13 points higher than our own previous year's test scores in grade three. Other grades have demonstrated consistent high performance with the new materials. Holy Spirit is a leader in technology, becoming the first elementary school in the Archdiocese to initiate a 1:1 iPad program for students in grades six through eight.

Volunteerism is critical to our academic success for students as well as the financial success of our school. Parents serve as coaches and moderators for academic contests such as Quick Recall and Governor's Cup. Approximately 90% of our parents volunteer their time and talent for special functions sponsored by PTO as a way to provide financial security to the school.

Holy Spirit School is worthy of National Blue Ribbon recognition as a result of consistently achieving our mission and vision. Frequently graduates return to express gratitude for being prepared for higher education as a result of the high demands that were expected at Holy Spirit. Other factors include a tradition of academic excellence based on test scores, teacher retention and the commitment from parents, faculty, and students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

a) As a member of the Archdiocese of Louisville, Holy Spirit School is able to compare the Mean Normal Curve Equivalent of the Archdiocese with ours. This is one of the first measures of performance that Holy Spirit reviews as the Archdiocese itself is one of the top performing in the nation. Annually, Holy Spirit meets or exceeds the MNCE for the Archdiocese. Secondly, a comparison of actual scores versus anticipated scores for each individual is considered. When a student does not meet the anticipated score a review of mastered objectives is conducted to determine areas of concern. Finally, a comparison of previous year's scores is conducted to determine subject areas of concern.

The first standard that Holy Spirit has set is for students to meet their anticipated score. Historically, those students who have a Cognitive Skills Index in the bottom third of the population far exceed the anticipated score. Those in the middle third meet or exceed the anticipated. Individuals in the top third usually meet the standard. Students who do not meet or exceed the anticipated score are typically in the upper third. This number does not exceed 2% of those in the upper third.

Holy Spirit School strives to achieve a minimum Mean Normal Curve Equivalent score of 63 in all subject areas. By achieving this score the school will meet or exceed the MNCE of the Archdiocese.

b) An analysis of the scores since using Terra Nova 3rd Edition indicates a net gain in scores in most subject areas for the last five years. Overall consensus for this improvement is four-fold:1) change in teaching assignments, 2) implementation of new math resource material for multiple grades, 3) implementation of new reading materials for kindergarten that begin to address a more comprehensive reading approach and 4) specific study skills focus on test taking strategies.

Math has demonstrated the greatest improvement by having a net increase of up to 13 points in Normal Curve Equivalent scores. In 2010–2011 the students in the fifth grade piloted the use of the Simple Solutions book that presents concepts in a repetitive fashion to improve retention of skills. That year the scores in Mathematics increased by 4 points. More importantly these same students improved their scores by as much as 19 points from their previous test. It was decided at the end of 2011 that all students in grades 3 through 7 would utilize Simple Solutions on a daily basis. Significant improvements were noticed in grades 3 and 7 with little difference in grade 5. It is worthy to note that the students in grade 5 who used Simple Solutions improved by 12 points in computation from how they scored as 3rd graders. Another change that took place in 2010–2011 was a change in teaching assignments for Math at the 3rd grade level. A 6-point improvement was noticed in computation with another 6-point gain the following year. Students in grade 2 began to use Mad Minutes in 2011. This helps to explain the 12 point increase in Math scores last year for grade 3. Trends in reading demonstrate a consistent performance among students across grade levels throughout the past five years. Students in grade four were the first group of students to use Lippencott in kindergarten as a way to teach each letter while providing instruction on sounds, listening skills, writing skills and decoding. It was reported over the years that the group of students seemed to read more fluently and had better comprehension. These students continue to do well in all areas of reading. Additionally the utilization of Accelerated Reader was introduced as a way to reinforce comprehension skills.

While the Archdiocese requires testing of grades 3, 5, and 7 we also test grades 4 and 6. Our scores generally exceed the Archdiocesan average but there is no way to make a comparison of our grades 4 and 6. Trends in these grades tend to reflect the same as those above with one exception. In 2010–2011 a faculty change placed a new teacher in the language arts areas for grade 6. A significant increase was demonstrated in the reading and language arts areas which have been maintained.

The overall scores from 2012–2013 reflect very high scores. The school began a specific study skills program to address test taking strategies such as how to take multiple choice tests, identifying main ideas of passages, and quick recall of math facts. Each of these had a direct impact on the school's overall performance.

2. Using Assessment Results:

As a member of the Archdiocese of Louisville, Holy Spirit administers the Terra Nova 3rd Edition, published by CTB/McGraw. All schools in the Archdiocese test grades 3, 5, and 7 however we also test grades 4 and 6 to develop a comprehensive academic program by using the data from year to year, grade to grade to determine areas of concern and needs for improvement. Testing occurs in March with the results delivered in May.

Once the results are delivered the classroom teachers are given a copy of the scores to review. The first review is to determine which students met their anticipated scores based on the Cognitive Skills Index. The next step is to share the school's outcomes for all grade levels, along with Archdiocesan Mean Normal Curve Equivalent scores, with all members of the teaching staff. At that time the MNCE for the school is listed from lowest to highest to bring focus to needed subject areas. A comparison is made from grade to grade to determine if the pattern holds true. The reports that can be generated from CTB allow a review of girls vs boys scores and scores of students with 504 Plans vs those without. The faculty can determine if a child's score is indicative of ability, keeping in mind any documented learning difference. Next the faculty looks at the Objectives Performance Index to determine which objectives are highly mastered, moderately mastered or not mastered. A timeline is considered in terms of when skills are presented to determine if the skills have been presented prior to testing dates. Finally, a school improvement plan with specific action steps is created by the faculty that encompasses areas for improvement. Recommendations are made regarding needed professional development to address areas of concern.

Test scores are used annually to determine homerooms. An equal distribution is sought to ensure each homeroom has an equal number of students representing the various levels. Next the scores for mathematics are used to establish ability grouping. Adjustments are then made based on teacher recommendation.

This process has resulted in the incorporation of 1) a daily Study Skills lesson that addresses how to take a variety of tests, learning styles and organization, 2) a math supplement that provides a daily review of previously learned skills and 3) a summer workbook that reviews math and language arts skills from the year.

Test score reports are sent home to parents at the end of the school year indicating the child's National Percentile Score, a summary chart and description of performance in each subject area and information pertaining to the Cognitive Skills Index (CSI). Parents are given the opportunity to meet personally with the administration to review their child's scores. During the spring, a State of the School meeting is held. Parents are given a historical snapshot of performance over a five-year period along with a comparison to the Archdiocese. A summary of the meeting is provided for the parish.

3. Sharing Lessons Learned:

Holy Spirit School works with other schools in the geographic region. Together each school shares information that is pertinent to instructional trends, new programs within each of the schools and professional development opportunities.

The school administrator is a member of the Archdiocese of Louisville's Principals' Professional Learning Community. Over the past two years, the administrator has presented to other principals from within the Archdiocese information pertaining to Study Skills curriculum, the differences between girls' and boys' brains and the implications on education, 21st century classrooms, and the use of iPad apps in the classroom.

Professional development is a priority among administrators within the Archdiocese. Holy Spirit's administrator has presented workshops for faculty members at other schools related to long range planning, iPad apps for the classroom, and making connections with parents and students.

The faculty at Holy Spirit School participates in Archdiocesan Focus Groups for each of the different subject areas. Members of the staff have presented to other teachers within the Archdiocese topics including the use of Smart Boards in the classroom, Social Studies in the younger grades, Acuity testing and Language Arts ideas pertaining to creative writing, vocabulary development and common core standards.

Curriculum Writing Teams are also formed with the Archdiocese. Several faculty members from Holy Spirit serve on these teams. Most recently members have served on the teams for review of Math textbooks and common core standards for Language Arts.

Individuals from the Holy Spirit teaching staff have served as mentors to teachers at other schools as they implement new programs. This has included Accelerated Reader, using iPad apps in the classroom and the integration of other technologies.

The school also looks to faculty members to share their expertise with one another. During faculty meetings members share examples of successful lessons as they apply to differentiated instruction and 21st century skills. Common planning time has been incorporated into the schedule allowing teachers to share ideas and resources pertaining to technology and the use of iPads.

4.   Engaging Families and Community:

Holy Spirit School engages in multiple communication strategies for involving parents and the community in the success of students and school improvement. Grades are uploaded on a weekly basis and placed on Edline so that parents can track a child's progress frequently. Formal progress reports are sent home every 12 weeks. Twice each year a Parent-Teacher-Student conference is held. The conference is student led and includes a review of academic and behavioral performance and goal setting for the next 12 weeks. All students in grades one through eight are required to have the homework journal signed on a weekly basis so that parents will have a glimpse into the type of work students are being required to complete. A classroom newsletter is generated weekly for parents of students in kindergarten through grade three. The newsletter highlights spelling words, curriculum themes and special announcements.

A resource teacher and counselor are on staff to meet with parents to assist in the creation of 504 Plans to address special learning needs of students with differences. These plans are designed to be a partnership among parents, staff and student so that each has a pertinent role in the instruction and curriculum as it pertains to the specific individual.

At the beginning of the school year a Back to School Day/Night is sponsored. Three sessions are available making it accessible for working parents to attend and to have the flexibility to meet with all teachers for those with multiple children enrolled in the school. These sessions focus on classroom expectations for the school year along with procedures and curriculum focus for the year. In recent years, the Parent-Teacher Organization has sponsored an "A Day in the Life of a Holy Spirit Student". Teachers conduct mini-lessons with the parents as an example of what a class lesson would be for students.

Every five years the school conducts a formal self-study. This is done with the help of existing faculty members, current and past parents, and parishioners at large. The evaluation consists of an examination of curriculum, instruction, staffing, finances, governance, and climate. Once the data has been reviewed, a long range plan is created for each area with specific three to five years objectives and action plans. This is then communicated to the parents and parishioners of Holy Spirit.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The foundation of Holy Spirit School's curriculum is based on the Archdiocese of Louisville's Curriculum Framework. The established framework is aligned with state and national standards and with the Learner Goals and Academic Expectations established by Kentucky's Department of Education.

Religion: Religion instruction is based on the Catholic doctrine and traditions. Students participate in daily prayer, weekly liturgy, and stewardship activities as well as sacramental preparation.
Language Arts (Reading, Writing, Grammar, Spelling, Vocabulary): The Language Arts program is a comprehensive program that incorporates all areas of reading, writing, grammar, spelling and vocabulary. Grades K–5 have adopted strategies from Reading First. Novels, book reports, research projects, literature circles and speaking activities enrich instruction in grades 4–8. Grammar texts support instruction in writing mechanics, spelling, writing forms, genres studies, and the writing process. Simple Solutions is being piloted this year in grade 4 to determine if it will become a part of the curriculum for other grades.

Mathematics: Math instruction includes the use of manipulatives, drill work, model building, data collection, computer projects, and connections to real-life applications. Simple Solutions is used by all students in grades 3–8 to ensure retention of past skills. All eighth grade students take Algebra.

Science: Science teachers use an exploratory, hands-on approach to teach the curriculum. General Science is taught in grades K–5. The middle school operates on a cycle with grade 6 focusing on Earth Science, grade 7 on Life Science, and grade 8 on Physical Science.

Social Studies: The Social Studies curriculum incorporates map skills, geography, history, current events, real-life connections, simulations, and economics. Grades K–5 use resources from Houghton Mifflin to study people and places. Glencoe/McGraw Hill guides the instruction in grades 6-8. Grade 6 studies World Geography, grade 7 studies Ancient History and grade 8 studies United States History.

Technology: Students in grades K–5 receive specific class time while students in grades 6-8 utilize the facility to complete assignments within other subject areas. Technology instruction begins in kindergarten. Students learn basic keyboarding in the early grades. By the time students reach 3rd and 4th grades they are capable of producing power point presentations and are beginning to use the Internet for research. Students in grades 6-8 participate in a 1:1 iPad program allowing them to utilize apps on a daily basis that reinforce work and create products for assessment. iPads are utilized in other grade levels to reinforce concepts through the use of a cart and iPad centers in the classroom.

Spanish/Foreign Language: Holy Spirit is in compliance with the program's foreign language requirement. Students begin Spanish instruction in kindergarten. Grades K–5 attend Spanish class one day each week. Students in grades 6–8 use Rosetta Stone and iPads to study a foreign language of their choice. Language choices include Spanish, French, German, Italian, Mandarin Chinese, Brazilian, Portuguese, and Latin. The approach is full immersion and models the way individuals learn to speak their native language. Grade 6 has two periods designated each week and grades 7–8 have three periods designated weekly. The students are also able to continue their instruction at home.

Visual and Performing Arts: Music instruction includes the understanding of musical terms as well as musical time periods, composers and genres. Drama is incorporated into the music program. Students learn about production, lighting, and speaking. Several productions occur during the school year so that each grade performs annually. Famous artists are studied and students create their own artwork based on the principles of the artists.

Physical Education/Health/Nutrition: Instruction includes cardiovascular activities while incorporating concepts of nutrition and the impact on healthy living.

The overall curriculum is structured so that skills build upon one another with emphasis being placed on Common Core Standards. The purpose of these standards is for college and career readiness. By having students read informational text, write open responses to use knowledge to explain/solve scenarios, students are preparing for the greater demands of higher education and career choices.

2. **Reading/English:**

Reading is viewed as the key to success in all subject areas. We strive to present an integrated approach to teaching reading concepts and skills to enhance reading and writing development. Spelling, grammar usage, mechanics, listening, speaking, comprehension, phonemic awareness, decoding and writing are all highlighted in this program and reflect common core standards.

Macmillan/McGraw Hill Letter Books begin the instruction in kindergarten. This program was chosen because of its comprehensive approach to reading which directly correlates with our attempt to have an integrated reading curriculum. Teachers of grades K–5 have received training in the Reading First Initiative. There is a focus on creating literacy centers to complement the skills being taught. It also places emphasis on small group instruction with the groups changing as the needs of the students change based on skill mastery. The textbook series, Harcourt's Trophies, introduces students to a wide variety of quality literature and real world materials – magazine articles, diagrams – that expand their knowledge of literacy based on the world in which they live. Systematic instruction on phonemic awareness and phonics that is meaningful and integrated with other word identification skills provides effective word recognition strategies. Writing assignments follow the themes introduced for reading comprehension. Volunteers are vital to the reading instruction of students in grades K–3. By providing one-on-one situations for young readers, students have the opportunity to practice skills frequently with immediate intervention and assistance.

Students in grades 4-8 utilize novels. Using rich text, the students still focus on important comprehension skills and higher order responses. Students are expected to learn the vocabulary in context in order to adopt it into daily usage, identify main ideas and inferences. They study themes and other literary terms. Informational text is utilized so that students can draw comparisons of data.

Accelerated Reader is a tool used to address individual reading skills of students below and above grade level. At the beginning of each grading period students take a diagnostic test to determine grade level and an appropriate number of points that can be earned per individual. Students receive personal conferencing with the teacher to determine the appropriateness of the goal. Books are read at their individual level to earn points toward their personal goal. Throughout the grading period the reading teacher monitors the progress of the student and information is provided to the parents regarding progress.

3. **Mathematics:**

Skills in mathematics are considered to be critical for students as they will be used in all areas of higher education and career choices. Mastery of basic math facts is emphasized as students encounter developmentally appropriate concepts.

Kindergarten through grade five use the program presented by Houghton Mifflin. Teachers utilize manipulatives and technology to introduce concepts in order to ensure that students have developed a number sense. Additionally, students are challenged to solve word problems in order to apply the concepts of computation. Mad Minutes and ScootPad are an integral part of math in the primary grades. Students are

encouraged to increase their speed by memorizing the facts. This also helps them to develop a sense of number relations and how they are connected. Beginning in grade three, students are grouped according to ability based on performance on the end of second grade test and then the beginning of third grade test. Ongoing evaluation occurs so students remain appropriately placed.

Grades six through eight utilize Glencoe texts. Introduction of concepts includes technology and manipulatives. Pre-algebra is the focus in seventh grade while all eighth grade students are engaged in algebra. Students in grades seven and eight use Acuity as an additional resource for skill practice and testing.

Simple Solutions, created by Nancy McGraw, supplements the math program for all students in grades three through eight. Students are assigned a lesson per day to first complete independently. A check the next day informs the students and teacher of any skill that needs a quick lesson. Concepts repeat themselves throughout the year so that in just minutes a day of distributed practice over previously learned skills there is maximum retention.

Differentiation within the classes is utilized to address the learning levels of all students. Those students who may be below grade level will receive assignments that are appropriate for their level. The students who are working above grade level will be presented with a more challenging task resulting in a high level product.

4. Additional Curriculum Area:

a)Foreign Language:Holy Spirit School recognizes the changing world in which students live. They are exposed to a global society and one in which multiple languages are a part. To better assist students with a broader view of the world, the foreign language has developed into an approach that allows students to study a variety of languages prior to graduation.

Beginning in kindergarten and continuing through fifth grade, students are provided with a foundation in Spanish. It includes vocabulary and culture and grows into more technical aspects of the language such as verb conjugation. Students have the opportunity to begin improving their speaking abilities and making connections between their native language and Spanish.

Once students enter the sixth grade and continue through eighth grade they are provided the opportunity to study a language of their choice. Options are Spanish, French, German, Italian, Mandarin Chinese, Brazilian Portuguese and Latin. Students utilize the Rosetta Stone on their iPad in order to be self-directed in their language. The approach is one that reflects the way the students learned to speak their native language as toddlers. Through immersion, images, intuition, interactivity, and instruction, students gain a mastery of the language that allows them to recognize vocabulary and the unique features of the language. The program is also designed to provide immediate feedback to the students, and allows them to practice speaking with the appropriate accent. Students also gain the opportunity to see spellings that reflect our language as well as the language being studied. Students have the opportunity to repeat lessons as needed to meet mastery of each lesson. Each lesson includes a core introduction, a vocabulary section, a speaking/pronunciation section, a grammar section and a writing section. Reviews and milestone sections occur throughout. A weekly report is provided to the administration and to those who are monitoring the class on a daily basis. Parents are provided with updates throughout the year.

At the end of each school year students are given the opportunity to either continue with the language that had been studied or to select a different language for the new school year.

b)Pre-K/Four Year Old Program: The curriculum at Holy Spirit for the Pre-K program is designed to provide a foundation for students in many areas so that upon kindergarten entry the students possess readiness for the next level. The program centers around a language-rich environment using Blueprint. It is based on scientific research and designed to meet state and national standards by providing children with experience with books, oral language skills, vocabulary, and background knowledge. Through the use of intentional read alouds from trade books as part of themes and genres, students gain phonemic awareness, vocabulary and comprehension skills. Letter/print concepts are also developed. The class utilizes centers and

small learning groups that help to stress letter and phonemic awareness, math concepts and counting as well as development of independent learning skills. Along with Blueprint, Holy Spirit uses Handwriting Without Tears – Get Set For School. This provides children with hands-on learning in readiness and writing, language and literacy, and numbers. It has a multi-sensory approach that addresses the different learning styles of children and invites them to actively participate. Its developmental progression builds on what children already know. The additional components of the Pre-K curriculum embrace song, fine motor skill development, science concepts and faith formation using Bible stories. Minds in Motion is also utilized to assist students in developing improved fine motor skills, balance, eye-hand coordination, tracking, and focus.

The Pre-K teacher meets with the kindergarten teachers to gain an understanding of needed skills for those children entering kindergarten. Together the grade levels work to assess the curriculum in meeting those goals. The mastery skills for those exiting Pre-K include self-help skills, letter and sound recognition, difference between upper and lower case letters, name writing, counting and number sense.

The Pre-K program has only been in place for one complete school year. Early indicators of success are based on a comparison of skills the students in the Pre-K program have mastered and those who did not attend the Pre-K program. Reports from the kindergarten teachers indicate that students possess word and number sense and have progress more quickly in reading areas than those who were not in the Holy Spirit Pre-K class.

5. Instructional Methods:

Students at Holy Spirit School are exposed to a variety of "Best Practices" that address the multiple learning styles in a classroom. At the beginning of the school year, teachers utilize age appropriate learning style inventories to determine the make-up of the class. It is understood that not every student learns in the same way and at the same pace. These differences become a guide for developing lessons and delivering instruction.

Pre-assessments are encouraged as a way to determine which skills have been mastered and to guide the instruction that follows. Units of study are designed to incorporate active participation for all students. This includes small group instruction, large group instruction, and one-on-one opportunities. Lessons are differentiated as appropriate by content, product, and process. Students are not always given the same assignments. Some will need work that reteaches the concept, some will need reinforcement and others will need enrichment.

Instruction is supported by technology. Each classroom is equipped with a smart board that promotes active participation of all students. The engaging nature of the interaction complements the learning styles of all learners. Document cameras have been added to many classrooms furthering the ability of the teachers to display written materials. iPads have become available for the students as well. Teachers use them to reinforce skills by using educational apps that provide practice.

Summative assessments allow for differentiation through the use of layered curriculum units and tic-tac-toe assessments. By allowing choice, the students are able to select an assignment/assessment that best matches their strength allowing them to more fully demonstrate content knowledge.

It is recognized that there are some important building blocks to success with the instructional methods utilized. One of those is Minds in Motion for the primary students as a way to help them gain focus, develop coordination, and improve eye movement. Another is a Study Skills curriculum designed on site that addresses test taking strategies, learning styles, planning, and organization. The school utilizes a common organization system so students will have a strong foundation before entering high school and beyond.

The teaching staff is aware of students who have been identified with learning differences. With the assistance of the school's resource teacher, strategies and accommodations are identified that will best meet the needs of these students.

6. Professional Development:

Professional development is considered to be a vital component to the success of our students. It should be ongoing and relevant to the needs of the school and the individual. A constant review of needs based on test scores and day-to-day assessments provides the school with the basis in planning professional development for the school year. This includes conferences, workshops, on-site training and local in-services provided by the Archdiocese as well as collaborating with partner teachers and subject area teachers to improve instruction. Staff members are required to attend a minimum of twelve hours of professional development each year.

Four years ago the Archdiocese introduced many in-service sessions regarding differentiated instruction. Faculty members all attended sessions to gain a better understanding of what it is and how it looks. A transition is being made to the use of differentiated instruction in a 21st century classroom. Continued professional development regarding the integration of technology is a high priority.

Faculty members address needs for growth in a Professional Growth Plan. These areas become the basis for additional professional development. Common themes result in the school hosting professional development sessions for the full faculty as a way to share the same information so that results can be used to make curriculum improvements. Themes for the past few years for the school have addressed differentiated instruction, integration of technology, understanding the differences in boys' and girls' brains, and study skills for students of all ages.

Throughout the year faculty members will request to attend a professional development opportunity that specifically addresses a particular goal stated in the Professional Growth Plan. Holy Spirit allocates money in the annual budget to pay for these opportunities. When appropriate, the school utilizes the Archdiocese to assist with funding the request.

Faculty meetings have a portion reserved for professional development as a way to continue themes that have been identified for the school. These sessions include an opportunity for members to state successes and needs.

7. School Leadership

The leadership philosophy of the school is that it takes many to secure the success of the students. Setting the tone for the school is the school administration. A new addition to the administrative team is an assistant principal. As the academic, spiritual, and financial leaders, the administration is responsible for sharing the vision and mission of the school with all stakeholders and enforcing policies that have been established. All decisions are driven by the mission of the school.

Faculty members are seen as leaders. They provide expertise to one another as well as assisting the Archdiocese with curriculum writing, textbook adoptions, and professional development for others.

A School Advisory Committee (SAC) exists of parents with children currently enrolled and at-large parishioners. The role of the SAC is to assist and advise the school administrators and the Pastor/Parish Administrator with implementing long range planning, general school policies, and any other issues to ensure the development and continued excellence of the school.

Faculty members take leadership responsibility by serving as level coordinators and subject area chairs. These individuals take the lead to ensure that continuity occurs within levels and subjects. Additional leadership opportunities have occurred while working on special projects such as Personal Wellness Week activities and chairs of Standards committees for the school's self-study.

Parent leadership is evident with the number of parents who serve as Girl Scout/Boy Scout leaders, athletic coaches, academic team coaches and moderators, and Parent-Teacher Organization Event Chairs. Special events such as the annual Spirit Night, Holiday Boutique, and Market Day Gifts are crucial to the financial support that the school needs to continue offering programs for the students.

Student leadership has grown over the past four years with the implementation of the National Junior Honor Society (NJHS). Students must meet standards in academics, service, character, and leadership to be a member. NJHS has assumed the role of guiding Holy Spirit in school-wide service projects such as food drives, Blanket Over Louisville, and collections for community organizations. Through afternoon announcements and signs created by students, the members of NJHS model the expectation of service for the rest of the student body. Frequently these individuals prepare and present a program for the monthly Value Session for the student body.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): __Catholic__

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?　　Yes X　　　　No

3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	$6100
1	$6100
2	$6100
3	$6100
4	$6100
5	$6100
6	$6100
7	$6100
8	$6100
9	$0
10	$0
11	$0
12	$0

4. What is the educational cost per student?　　　　　$7950
   (School budget divided by enrollment)

5. What is the average financial aid per student?　　　$1850

6. What percentage of the annual budget is devoted to　　10%
   scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?　　90%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** Terra Nova
Grade: 3	**Edition/Publication Year:** 2008
Publisher: CTB/McGraw	**Scores are reported here as:** Scaled scores

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	650. 6	645	634	632	622
Number of students tested	43	49	42	50	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Math	**Test:** Terra Nova	
Grade: 4	**Edition/Publication Year:** 2008	
Publisher: CTB/McGraw	**Scores are reported here as:** Scaled scores	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	656. 2	653	648	643	642
Number of students tested	50	40	48	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Math	**Test:** Terra Nova
Grade: 5	**Edition/Publication Year:** 2008
Publisher: CTB/McGraw	**Scores are reported here as:** Scaled scores

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	677. 7	680	686	676	670
Number of students tested	40	42	46	44	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Math			**Test:** Terra Nova		
Grade: 6			**Edition/Publication Year:** 2008		
Publisher: CTB/McGraw			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	696	692	693	685	685
Number of students tested	45	50	47	43	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Math			**Test:** Terra Nova		
Grade: 7			**Edition/Publication Year:** 2008		
Publisher: CTB/McGRaw			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	711. 2	717	698	698	700
Number of students tested	51	47	42	43	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA			**Test:** Terra Nova		
Grade: 3			**Edition/Publication Year:** 2008		
Publisher: CTB/McGraw			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	657. 2	656	648	647	648
Number of students tested	43	49	42	50	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA	**Test:** Terra Nova	
Grade: 4	**Edition/Publication Year:** 2008	
Publisher: CTB/McGraw	**Scores are reported here as:** Scaled scores	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	663	662	660	658	668
Number of students tested	50	40	48	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA	**Test:** Terra Nova
Grade: 5	**Edition/Publication Year:** 2008
Publisher: CTB/McGRaw	**Scores are reported here as:** Scaled scores

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	675. 4	678	680	680	668
Number of students tested	40	42	46	44	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA			**Test:** Terra Nova		
Grade: 6			**Edition/Publication Year:** 2008		
Publisher: CTB/McGraw			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	683. 5	687	685	680	677
Number of students tested	45	50	47	43	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

Subject: Reading/ELA			**Test:** Terra Nova		
Grade: 7			**Edition/Publication Year:** 2008		
Publisher: CTB/McGraw			**Scores are reported here as:** Scaled scores		

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	696. 7	696	690	695	697
Number of students tested	51	47	42	43	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: